

IBDP **CURRICULUM** **BOOKLET**

2026 – 2027

Nexus IB DP Curriculum

International Baccalaureate Diploma Programme (IB DP) Curriculum



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Introduction from the IB Diploma Programme Coordinator

Welcome to the IB Diploma Programme at Nexus International School (Singapore). My name is Vicky Holdcroft, and I am the IB DP Coordinator. My role is to support our learners enrolled in the Diploma Programme, as well as ensuring that all of the expectations and regulations of the IB Organisation (IBO) are met.

Here at Nexus, we focus on developing the whole young person and strive to create responsible international citizens with a genuine interest in lifelong learning. We believe that the IB Approaches to Learning (ATLs): Critical-thinking, Communication, Social, Self-management and Research skills will lay the foundation for success in life and work. We want our graduates to be prepared to adapt to a rapidly-changing world.

We believe that any candidate is capable of completing the IB Diploma Programme, if they are willing to work hard and have made the right subject choices for themselves, as individuals. The desire to undertake a personal challenge and to engage with learning over an extended period of time is essential for success. Our graduates will leave with a Nexus Graduation Certificate, as well as either an IB Diploma or individual IB Courses Certificates.

Please contact me if you would like to discuss anything further about the IB Diploma Programme at Nexus.

Vicky Holdcroft
IB Diploma Coordinator, TOK Coordinator

Introduction from the Year Leaders for years 12 and 13

Welcome to years 12 and 13 at Nexus International School (Singapore). We are the Year Leaders for the IB Diploma Years. Our role is to support our learners from a pastoral perspective. We lead a team of tutors, to establish and maintain a culture which focuses on the 'whole learner'. As a pastoral team, we strive to support each and every learner to help motivate them to achieve their very best, and make the most of all available opportunities.

More details of the Pastoral Programme can be found below under '**The Pastoral Programme**'.

Please contact us if you would like to discuss anything further.

Jim Bevan - Year 12

Graeme Massey - Year 13

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The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

THE IB LEARNER PROFILE

According to the International Baccalaureate (IB), the Learner Profile:

“...provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.”¹

The key principle behind the Learner Profile is to encourage candidates, through all aspects of their lives, to become:

Inquirers	Communicators
Knowledgeable	Risk takers/ courageous
Caring	Balanced
Open-minded	Principled
Thinkers	Reflective

In their lives at school, we aim to promote these attributes to ensure that candidates do not become accomplished only in their curricular studies, but are balanced individuals who are prepared for life beyond school.

THE IB APPROACHES TO LEARNING (ATLs)

Approaches to teaching and learning are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These approaches and tools, intrinsically linked with the IB Learner Profile attributes, enhance learner learning and assist learner preparation for DP assessment and beyond.

- Thinking skills
- Communication skills
- Self-management skills
- Research skills
- Social skills

¹ From <http://www.ibo.org/>

The Nexus International Baccalaureate (IB) Diploma Programme

REQUIREMENTS

Entrance to the IB Diploma Programme is on a case-by-case basis. For learners to be successful, they need to have a strong work ethic and be able to communicate effectively with their teachers and peers. Learners from many different educational backgrounds may be admitted into the IB Diploma Programme at Nexus. For learners who have studied IGCSEs, we expect them to achieve at least five A*-C grades or equivalent to enter the full IB Diploma programme. We also have specific entry requirements for Higher Level Maths and Science subjects and learners should have achieved at least a Level 7 (Grade B) or above to be considered for these subjects. The Diploma Programme is delivered in English, so we expect learners to be proficient in English to be able to cope with the demands of the programme.

Our aim is to set learners up for success. With this in mind, all applicants are interviewed by the Head of Secondary to understand and assess if they are ready for the demands of the full IB Diploma Programme or the Courses Programme. The ultimate goal of the Nexus IB Diploma Programme is for candidates to receive the IB Diploma or IB Courses Certificate and secure their place in further education or employment as a result. In order to attain the IB Diploma or Courses Certificate, candidates must satisfactorily fulfil all the requirements of the individual courses that they undertake and complete the relevant examinations in their chosen courses.

The IB Diploma Programme is demanding and candidates need to be:

- Motivated both academically and socially;
- Able to cope with the range of subjects;
- Adaptable and flexible in their approach to learning;
- Resourceful and independent;
- Effective at time-management.

Candidates' progress and their suitability for the courses they have undertaken are constantly monitored to ensure that they are deriving maximum benefit from their studies. Each learner has individual targets for their subjects, and they are tracked against these, not against whole-cohort targets.

As both the IB Diploma and IB Courses programmes are taught courses, it is essential that candidates maintain good attendance. Anything taught during the course may be examined, so absence from school can be detrimental to a learner's success. Candidates should try to maintain 100% attendance, and any absence must be authorised for medical or school sanctioned reasons. Where candidates do not meet this requirement but have mitigating circumstances, graduation will be at the discretion of the Principal.

THE PROGRAMME

The IB Diploma Programme at Nexus follows a pattern which is uniform throughout IB schools worldwide and provides a Diploma to meet university/college admission standards internationally. In the United States and Canada, achievement within an IB Higher Level course is considered a sound basis for awarding Advanced Placement (AP) credit at many major universities. Similarly in Europe

and Australia, the IB Diploma is held in very high regard by major universities and can attract scholarship offers.

The IB Diploma Programme is a challenging programme that provides scope for both academic achievement and worthwhile practical activities in outdoor pursuits and social service. It is international, not only because it is accepted worldwide, but also because it is a cross-cultural programme followed by thousands of young adults who gain increasing knowledge of, and respect for, the cultures of the world.

To obtain an IB Diploma, candidates must study three subjects at Higher Level and three at Standard Level. They must also satisfactorily complete the Creativity, Activity and Service (CAS) Programme, a 4,000-word Extended Essay, and the Theory of Knowledge (TOK) course.

After the final examinations, candidates receive point scores for each of the subjects they have studied. They can also receive up to 3 Core points for the Theory of Knowledge course and Extended Essay. This means they can score a maximum of 45 points. To successfully gain the IB Diploma they must score a minimum of 24 points in total and 12 points in their Higher Level subjects, though there are numerous other requirements stipulated by the IB which must also be met.

The Programme consists of:

- Six Academic Subjects
- Theory of Knowledge
- The Extended Essay
- Creativity, Action and Service (CAS)

Six Academic Subjects

These are made up from three Standard and three Higher Level International Baccalaureate examination courses. These subjects are arranged into groups, and candidates study one from each.

- Group 1: Studies in language and literature (in a learner's strongest language)
- Group 2: Language acquisition (a foreign or second language)
- Group 3: Individuals and societies
- Group 4: Sciences or interdisciplinary (ESS)
- Group 5: Mathematics
- Group 6: Arts and electives

Details on specific subjects follow

Theory of Knowledge (TOK)

The Theory of Knowledge course encourages critical thinking about knowledge itself and is a compulsory part of the IB Diploma programme. All Nexus IB Candidates must take TOK. The course itself aims to help young people make sense of the varied and rich information that they are receiving both from their teachers and from the world outside of the classroom.

In many ways TOK is ideally placed to foster internationalism. In close harmony with the aims of the IB Learner Profile, TOK aims to encourage candidates to develop many of the attributes needed by a

citizen of the world: self-awareness; a reflective, critical approach; interest in other people's points of view; and a sense of responsibility.

Click [here](#) for Theory of Knowledge Subject Brief.

Extended Essay (EE)

The Extended Essay (EE) is a core component of fulfilling the IB diploma. The EE is a process: beginning with a passion, continuing with investigation and research, and finishing with a 4000 word academic paper that reflects the learner's conclusions, based on independent research on a topic that is chosen by the learner but completed under supervision.

The extended essay has two basic purposes; to give learners the experience of doing critical research and to help develop creative and critical thinking. These skills are particularly valued by universities and give the learner the opportunity to carry out an investigation into an academic topic that is of interest to them.

Click [here](#) for Extended Essay Subject Brief.

The IB Diploma : Points Matrix

For each of the six academic subjects studied, candidates can be awarded a maximum of 7 points. Core points are available and these are awarded according to performance in the Theory of Knowledge and Extended Essay parts of the course. Performance in both is combined on the bonus point matrix below, based on the A - E grading system for each.

		Theory of Knowledge					
Extended Essay		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Creativity, Activity and Service (CAS)

What Is CAS?

"If you believe in something, you must not just think or talk or write, but must act." - Peterson (2003)

CAS stands for creativity, activity and service. All candidates participate in a range of CAS experiences for approximately 3 hours a week over a continuous 18-month period of the programme.

CAS aims to challenge and extend the individual by developing a spirit of discovery, collaboration and reflection. CAS is a framework for experiential learning with an emphasis on learning by taking part in real tasks that have real consequences and then reflecting on these experiences over time. The experiences may be a single event or an extended series of events. Each candidate must complete at least one CAS project, which is a collaborative experience following the five stages of CAS and lasting at least one month.

Creativity

Examples of Creativity at Nexus International School (Singapore) include:

- Design of costumes and props for school productions
- Wall mural creation
- Performance in school productions
- Film and website creation
- Chinese dance
- Creation of a multicultural cookbook
- Design of posters for school events
- Glee Club
- Jewellery making classes

Activity

Examples include:

- Physical labour during residential in Kong Maha, Cambodia.
- Yoga
- Korean MV dance classes
- Table tennis
- Snowboarding lessons
- Participation in school sports teams
- Glee Club
- K-Pop dancing
- Scuba diving

Service

Examples include:

- International Coastal Cleanup Campaign
- Buddy reading
- Peer tutoring
- Coaching sports teams
- Make A Difference Club (MAD)
- Volunteer at MINDS with adults with disabilities
- School Event Assistant
- Volunteer teacher with street kids in East Java, Indonesia
- Run For Hope

Assessment and Record Keeping

An online assessment record-keeping system called Managebac is used by all IB DP candidates. This helps individuals record the number of CAS hours completed and, more importantly, reflect on progress regularly. Towards the end of each CAS experience, a final self-reflection is completed, containing comments from the individual and the supervisor. Candidates are also encouraged to gather photographic evidence of what they have done.

The CAS record is an important resource for Tutors and the CAS coordinator, who will consult it when writing testimonials and university references. Further, the IB may wish to inspect the CAS records at

the end of Year 13 before Diplomas are awarded. A Nexus Graduation Certificate will only be issued if a candidate completes a full CAS programme.

Click [here](#) for CAS Subject Brief.

ASSESSMENT

Nexus follows the International Baccalaureate grading system for the IB Courses and IB Diploma programmes. This is a criteria-referenced scale ranging from 7 (high) to 1 (low). Each subject area has [published grade descriptors](#) from IBO, and these are expected to form the basis for any grades that are awarded.

HOME LEARNING

Home learning is important because it provides learners with:

- An opportunity to follow the passions and interests they develop in things they are learning;
- Consolidation and fluency-building opportunities that build subject confidence;
- Inquiry and investigative opportunities to deepen knowledge and challenge themselves;
- Vital practice of Approaches to Learning (ATL) skills such self-management and organisation.

Home learning will be relevant and have clear learning intentions that are related to curriculum goals. Most parents expect their children to undertake home learning and it is one way we develop a strong learning focused relationship between learners, teachers and parents. Home learning provides an opportunity to share formative feedback and help a learner reach their goals. The amount of home learning is not fixed and will increase as the learner moves up the school to meet the demands of each curriculum. There is an expectation that secondary learners will become more independent and autonomous as they move up the school, learning how to prioritise different subject demands and deadlines.

Home learning is shared with learners and parents through Canvas, and deadlines will allow learners to complete it to the best of their ability. Home learning will never be set for the next day, there will always be a few days between setting and submission. Home learning does not always have to be written and subject areas will select activities that best support the curriculum goals.

Ultimately learners will need to apply learning to new and unfamiliar contexts to be successful, home learning can provide opportunity to do this. For home learning to be useful, both teachers and learners must use the information gained from the home learning to adjust teaching and learning in order to meet the learner's needs.

Parents / Guardians should support their children to complete home learning by encouraging them to do the work at a regular time each night, in a suitable location free from distractions. By helping children understand what is expected and checking what home learning has been set, parents can gain an insight into what is being learned and help their child feel the family is part of the learning journey. Discussing learning rather than tasks in the home environment strengthens the connections between home and school and ultimately empowers the learner. Work should always be authentically completed by the learner and not be plagiarised or the work of an adult at home. If your child / ward is struggling with a task please let the class teacher know. It is never the intention

to set home learning that causes undue anxiety.

Home Learning at IBDP level is important as it supports the taught and assessed curriculum. Learners are expected to complete their tasks as well as they can, by the specified date and be proactive in seeking clarification when needed. Learners can expect to spend approximately one and a half to two hours per night on homework. This is, however, only a guide as many of the assignments given are long term and require learners to develop good time-management skills.

TUTOR GROUPS

Learners are placed in a tutor group that is overseen by a tutor. Learners meet their tutors every day for reflection time and also for a Tutorial period of 60 minutes every two weeks. Tutors are the first point of contact for learners who are experiencing difficulties in any area of their school life.

PERSONAL AND SOCIAL COUNSELLING

Nexus International School (Singapore) employs full-time, registered Counsellors who are available to support individual learners and to meet with families and other agencies as appropriate. The Counsellors are also involved in planning and developing whole-school initiatives such as Restorative Relationships and Peer-to-Peer Support. Our Counsellors are bilingual and can support our bilingual learners who would prefer to be supported in Chinese.

The Nexus IB Courses Programme

An alternative to the IB Diploma Programme

The majority of candidates will complete a full IB Diploma; however, the school may recommend the IB Courses programme as a more appropriate route for specific learners. This allows a greater flexibility in the number of subjects and also the number of HL and SL subjects that are studied.

The IB Courses are identical to – and therefore every bit as rigorous as – those studied for the Diploma and will develop a candidate's potential. They provide the opportunity to enter into foundation and sometimes undergraduate level university courses in countries such as the United States, Australia and the United Kingdom.

All candidates involved in this programme must also complete the CAS programme and may also participate in the TOK course and the Extended Essay if appropriate.

The decision to recommend the IB Courses Programme may be based on a learner's attainment prior to starting Year 12. It may be apparent from IGCSE or MYP results that the full IB Diploma programme is not appropriate. We may also move learners onto the IB Courses Programme if their attitude to learning and progress in the specific subjects of the Diploma is not sufficient. The aim is always to ensure that candidates are challenged and keep their academic options open within the range of their academic or linguistic abilities.

Nexus International School (Singapore) Graduation Certificate

Year 13 graduates will receive the Nexus International School (Singapore) High School Graduation Certificate in addition to their IB Diploma or individual IB Certificates, subject to the following criteria:

- They have studied and completed at least four IB subjects;
- Their attendance record is good;
- They complete all Creativity, Activity, Service (CAS) requirements;
- They are in good standing with the school.

University and Beyond

Many learners are completing the IB Diploma as a pre-university course. The university and careers guidance offered through the Tutorial Programme to candidates in years 12 and 13 allows informed decisions to be made and the process involves candidates, teachers and parents. Nexus uses the Cialfo platform to help learners and families access reliable, unbiased information and resources related to colleges, courses and scholarships. The platform helps learners aim high and discover their best-fit courses and majors regardless of geography.

The IB DP Coordinator and the University and Careers Advisor are active in remaining up-to-date on information about various occupations and on university courses throughout the world. This is then shared as appropriate. Each candidate will be offered an individual interview to set an action plan for the future and receive personalised guidance.

Following Year 12 workshops, all candidates are interviewed in Term 3 or Term 4 of Year 12 in order to discuss their plans for applications to universities or colleges. Candidates are again counselled in Year 13 to ensure their post-secondary plans are in progress. All candidates and parents are welcome

to make individual appointments at any time. It is important for candidates and parents to have a plan for the post-secondary experience and the IB Coordinator, University and Careers Advisor and Form Tutors are here to help.

Some universities require candidates to take the SATs (Scholastic Aptitude Tests). SATs are set by the American Educational Testing Service via a central organisation called the College Board <http://www.collegeboard.com>. The tests are evaluated by the university alongside the candidate's other academic achievements when considering whether to offer the candidate a place on a degree course. The SAT scores support, but cannot replace, a strong academic record at Nexus on the IB Diploma Programme. There are numerous centres in Singapore that can help you prepare for and complete SATs. Some universities may also require TOEFL/IELTS English Language Proficiency tests for our EAL learners. It should be understood that particular university courses may require other tests. For example, candidates interested in Medicine in the United Kingdom must take the BMAT or UKCAT tests, and if they wish to pursue Law in the UK they will need to take the National Admissions Test for Law (LNAT). There will be additional costs involved for learners for all these types of testing. It is advisable to contact universities directly and to start taking the tests in the later part of Year 12 or early in Year 13 if required. Therefore, it is in the interest of the candidate to contact the University and Careers advisor as early as possible.

Learners in Year 12 are encouraged to consider arranging summer programmes. Experiences such as these help learners identify their skills and interests and support them in writing personal statements. Applying for university is a competitive process and learners can distinguish themselves from learners with similar grades through their additional activities and experiences. Self-awareness and reflection can bolster a university application and make a learner a more attractive applicant. Organising work experience internships may also be required for some courses such as medicine, law, veterinary sciences, dentistry and some engineering courses. Such work experience provides valuable learning for all candidates and, as such, is a recommended part of the university preparation; again, Nexus staff would be happy to offer further advice. It is essential for candidates to contact their target institutions to build up a relationship, but also to garner answers about what entry requirements are needed along with ensuring the course and the institution are a good social and academic fit.

The Pastoral Programme

The pastoral side of the IB Diploma Programme is overseen by our two year leaders. Jim Bevan is the Year Leader for Year 12 and Clare Lambert and Graeme Massey are the Year Leaders for Year 13. Tutor groups meet each morning for Reflection Time, as well as a 30-minute session each Friday afternoon delivered by tutors. It may be supported by specialised staff when required and include assemblies. The list below gives an idea of what these sessions will focus on.

Component	Description
Careers Education	Including university application procedures, writing a <i>curriculum vitae</i> and covering letter, future education choices, awareness of transferable skills and producing personal statements.
Study Skills And Target Setting	Including personal organisation, time-management, essay-writing skills, target setting and revision plans.
Citizenship And Community	Including preparing candidates to play an active role in communities on different scales, and what it means to be a good citizen.
Health Education	Mindfulness, including physical and mental health. Learning life skills such as budgeting. Drugs and substance misuse and the prevention of sexually transmitted infections are also covered.

Relationships	Including conflict resolution and effective relationship building.
Residential Visit Year 12 (If travel guidelines allow)	The focus of this overseas visit is team work, CAS and to give the candidates the ability to prepare for the first year of the Diploma Programme.

CAS Residential Visits

Residential Visits are an integral part of the Secondary School curriculum and, therefore, contribute to the fulfilment of the School's Mission Statement. They provide our candidates with an opportunity to develop through experience.

Year 12 candidates attend a Residential Visit which focuses on Creativity, Activity and Service (CAS). Although the Year 12 Residential Visit endeavours to establish the same objectives as those in years 7 to 11, one of the main aims of the Year 12 visit is a week of CAS – a compulsory requirement of the IB Diploma. This enables the CAS team to spend extended periods of time developing each candidate's leadership and team-work qualities, discussing issues in small groups and developing the confidence of the candidates. This is also an opportunity for candidates to have some social time together during a very demanding year. It has an extremely positive effect on all candidates.

As with Residential Visits in every year, the emphasis is on:

- Independence and self-discipline;
- Self-confidence and self-esteem;
- The development of sound relationships among candidates;
- The development of sound relationships between candidates and staff;
- Flexibility and consideration for others;
- Initiative and problem-solving skills;
- Leadership skills;
- The ability to work with others in a team;
- Communication skills;
- The ability to enjoy the environment without destroying it;
- The opportunity to socialise and have fun.

Group 1 - Language and Literature

Language A: Chinese A: Language and Literature
English A: Language and Literature
School Supported Self Taught Language A:
Literature

"Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become"

~ C.S. Lewis

English A: Language and Literature

Offered at Standard Level and Higher Level

AIMS

The course aims to encourage learners to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature.

Click [here](#) for the Language A: Language and Literature Subject Guide.

Chinese A: Language and Literature

Offered at Standard Level and Higher Level

AIMS

The course aims to encourage learners to:

- Engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in and enjoyment of language and literature.

Click [here](#) for the Language A: Language and Literature Subject Guide

School Supported Self Taught Language A: Literature

Available at Standard Level only

For candidates who do not have Chinese or English as their mother tongue, this option is available.

Language A: Literature is a literature course that may be studied in as many as eighty languages. School Supported Self Taught Language A provides an opportunity for candidates to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. It is a course that requires a high degree of self-motivation and maturity. A candidate must be fluent in their mother tongue and must be able to read, write, listen and discuss to a high academic standard if they are to succeed in this course.

An appropriately qualified external tutor will be recommended who will be responsible for developing the mother tongue language and preparing the candidate for assessment. A fortnightly lesson in school will support the development of skills in the common language of English. The cost of the tutor is additional.

Group 2 - Language Acquisition

Language B:	Chinese B (Mandarin)
	French B
	Spanish B
	English B

Ab Initio Languages:	Spanish ab initio
	French ab initio
	Mandarin ab initio

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

~ Nelson Mandela

Language B : Chinese B (Mandarin), English B, French B, Spanish B

Offered at Standard Level and Higher Level

AIMS

The course aims to:

- Provide the candidates with the linguistic skills necessary for further study in the language
- Promote an understanding of the countries where the language is spoken
- Explore the culture(s) connected to the language
- Enable the candidates to cope with the language demands of day-to-day transactional and social contacts

The skills to be developed through the study of various themes are:

- Text handling; written production; listening; interaction
- Oral proficiency

COURSE STRUCTURE

Courses will be offered in French, Spanish and Mandarin, subject to demand and availability. English Language B is also available for candidates who study a non-English Language A course in Group 1 and this combination leads to the award of a 'Bilingual Diploma'.

The Higher Level course is only suitable for those candidates who have clearly recognisable skills in the language and who can already use and manipulate the language to a high standard. The Standard Level course is normally taken by candidates who have a good grade at IGCSE or its equivalent. The syllabi at Higher and Standard Level are similar in content although study in the former will be more intensive and proficiency levels achieved should thus be much higher. Materials used in class will cover a range of topics, both literary and non-literary.

Click [here](#) for Language B Subject Brief.

Ab initio Languages : French ab initio, Spanish ab initio, Mandarin ab initio

Available at Standard Level only

AIMS

The courses aim to:

- Furnish candidates with a solid grounding in the language, focusing on the key skills of reading, speaking, listening and writing

- Provide candidates with the skills required for everyday communication
- Provide the candidates with an insight into the culture of the countries where the target language is spoken

COURSE STRUCTURE

Courses will be offered in French, Spanish and Mandarin subject to demand and availability. Candidates will be exposed to written and spoken language and will carry out tasks in listening, reading, speaking and writing. The tasks will be topic based and practical in nature, the emphasis being on the ability to communicate effectively in the target language. While this course is solely aimed at beginners, the achievement of a good grade will demand a considerable amount of hard work on the part of the candidate as the level expected at the end of Year 13 is well in advance of that required for IGCSE.

Click [here](#) for Ab Initio Languages Subject brief

Group 3 - Individuals and Societies

Business Management

Economics

Geography

History

Psychology

“A different voice may be particularly effective in disturbing the existing participants into re-examining matters they had come to take for granted.”

~ Stefan Collini

Business Management

Offered at Standard Level and Higher Level

AIMS

The aims of the Business Management course at HL and SL are to:

- Encourage a holistic view of the world of business
- Empower learners to think critically and strategically about individual and organisational behaviour
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the learner to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations
- Develop an understanding of the importance of innovation in a business environment

Click [here](#) for Business Management Standard Level Subject Brief.

Click [here](#) for Business Management Higher Level Subject Brief.

Economics

Offered at Standard Level and Higher Level

AIMS

The aims of the course are to:

- Provide candidates with a core knowledge of economics
- Encourage candidates to think critically about economics
- Promote an awareness and understanding of internationalism in economics
- Encourage candidates' development as independent candidates
- Enable candidates to distinguish between positive and normative economics
- Enable candidates to recognise their own tendencies for bias

Click [here](#) for Economics Standard Level Subject Brief.

Click [here](#) for Economics Higher Level Subject Brief.

Geography

Offered at Standard Level and Higher Level

AIMS

The IB Geography programme aims are to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

COURSE STRUCTURE

Fieldwork is a mandatory part of IB Geography and there are a number of day trips and residential fieldwork opportunities throughout the two year course. Additional costs will be incurred for these.

Click [here](#) for Geography Standard / Higher Level Subject Brief.

History

Offered at Standard Level and Higher Level

AIMS

The course aims to:

- Develop and extend knowledge of the 19th and 20th centuries
- Develop a greater understanding of our own times through critical reflection upon the past
- Develop an awareness of one's own historical identity through the study of the historical experiences of other
- Develop skills in research, thinking, questioning, interpreting, evaluating and explaining
- Prepare for careers involving information, law, politics, diplomacy, management, business and the professions

Internal Assessment

Learners will complete an Internal Assessment on a historical event or individual of their own choosing. This provides learners with an opportunity to study the history of their own country if they want.

Click [here](#) for History Subject Brief.

Psychology

Offered at Standard Level and Higher Level

AIMS

The course aims to:

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- Understand diverse methods of inquiry and understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- Ensure that ethical practices are upheld in all psychological inquiry and discussion
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change

Click [here](#) for Psychology Subject Brief

Group 4 - Experimental Sciences

Biology

Chemistry

Environmental Systems and Societies

Physics

Sports, Exercise and Health Science

Computer Science

“The most exciting phrase to hear in science, the one that heralds the most discoveries, is not "Eureka!" (I found it!) but 'That's funny...'”

~ Isaac Asimov

Biology

Offered at Standard Level and Higher Level

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

AIMS

The aims of the course are to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science

Click [here](#) for Biology Subject Brief.

Chemistry

Offered at Standard Level and Higher Level

Chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

AIMS

The aims of the course are to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science

Click [here](#) for Chemistry Subject Brief.

Environmental Systems and Societies

Offered at Standard Level and Higher Level

The Environmental systems and societies (ESS) course has at its heart the intention of providing students with the capacity to understand and make informed decisions regarding the pressing environmental issues we face. ESS is an interdisciplinary course, encompassing a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines.

Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. A conceptual, interdisciplinary approach is essential to problem solving in ESS as this allows for truly holistic thinking about impending sustainability challenges. All students are encouraged to integrate the three key concepts of perspectives, systems and sustainability throughout the course.

AIMS

The course aims to:

- develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
- develop knowledge of diverse perspectives to address issues of sustainability
- engage and evaluate the tensions around environmental issues using critical thinking
- develop a systems approach that provides a holistic lens for the exploration of environmental

issues

- be inspired to engage in environmental issues across local and global contexts.

Click [here](#) for Environmental Systems and Societies Subject Brief.

Physics

Offered at Standard Level and Higher Level

Physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

AIMS

The aims of the course are to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize science
- develop the ability to analyse, evaluate and synthesize scientific information and claims
- develop the ability to approach unfamiliar situations with creativity and resilience
- design and model solutions to local and global problems in a scientific context
- develop an appreciation of the possibilities and limitations of science
- develop technology skills in a scientific context
- develop the ability to communicate and collaborate effectively
- develop awareness of the ethical, environmental, economic, cultural and social impact of science

Click [here](#) for Physics Level Subject Brief.

Sports, Exercise and Health Science (SEHS)

Available at Standard Level and Higher Level

AIMS

The aims of the course are to develop an understanding of life processes through the study of:

- The disciplines of anatomy, physiology, biomechanics, psychology and nutrition
- How to apply scientific principles to the analysis of human performance through experimental research
- The nature of international sporting competitions and the international bodies which regulate them
- Ethical issues that exist within sporting competitions

Click [here](#) for SEHS Standard Level Subject Brief.

Click [here](#) for SEHS Higher Level Subject Brief.

Computer Science

Available at Standard Level and Higher Level

AIMS

The aims of the course are to develop an understanding of how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved.

- Provide a body of knowledge, methods and techniques that characterise computer science.
- Enable learners to apply and use a body of knowledge, methods and techniques that characterise computer science.
- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems.
- Develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science.
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Click [here](#) for Computer Science Standard Level Subject Brief.

Click [here](#) for Computer Science Higher Level Subject Brief.

Group 5 - Mathematics

Mathematics: Applications and Interpretation, Standard Level

Mathematics: Analysis and Approaches, Standard Level

Mathematics: Analysis and Approaches, Higher Level

“Solving a problem for which you know there’s an answer is like climbing a mountain with a guide, along a trail someone else has laid. In mathematics, the truth is somewhere out there in a place no one knows, beyond all the beaten paths. And it’s not always at the top of the mountain. It might be in a crack on the smoothest cliff or somewhere deep in the valley.”

~ Yōko Ogawa, The Housekeeper and the Professor

Mathematics: Applications and Interpretation, Standard Level

AIMS

Candidates are encouraged to:

- Enjoy mathematics and develop an appreciation of its elegance and power;
- Develop logical, critical and creative thinking;
- Develop an understanding of the principles and nature of the subject;
- Develop patience and persistence in problem solving;
- Transfer skills to alternative situations and to future developments;
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- Appreciate the contribution of mathematics to other disciplines, as a particular “area of knowledge” in the TOK course.

COURSE STRUCTURE

This course has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for candidates with varied mathematical backgrounds and abilities. Candidates taking this course are well prepared for a career in social sciences including psychology, languages or the arts.

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow learners to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Mathematics: applications and interpretation is for learners interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Learners who take Mathematics: applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

SUPPORT

For the Mathematics: applications and interpretation, Standard Level Subject Brief, please click [here](#).

For more information about IB DP Mathematics, please visit our support page [here](#).

Mathematics: Analysis and Approaches, Standard Level

AIMS

Candidates are encouraged to:

- Enjoy mathematics, and develop an appreciation of its elegance and power;
- Develop logical, critical and creative thinking;
- Develop an understanding of the principles and nature of the subject;
- Develop patience and persistence in solving problems;
- Transfer skills to alternative situations and to future developments;
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- Appreciate the contribution of mathematics to other disciplines, as a particular “area of knowledge” in the TOK course.

COURSE STRUCTURE

This course caters for candidates with a good background in mathematics, who are competent in a range of analytical and technical skills. Learners can expect to develop a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics and business.

Mathematics: analysis and approaches is for learners who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and the development of strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Learners who take Mathematics: analysis and approaches will be those who enjoy the thrill of solving mathematical problems and generalisation.

Learners who choose Mathematics: analysis and approaches at SL or HL should be comfortable in the manipulation of algebraic expressions, enjoy the recognition of patterns, and understand the mathematical generalisation of these patterns.

SUPPORT

For the Mathematics: analysis and approaches, Standard Level Subject Brief, please click [here](#).

For more information about IBDP Mathematics, please visit our support page [here](#).

Mathematics: Analysis and Approaches, Higher Level

AIMS

Candidates are encouraged to:

- Enjoy mathematics, and develop an appreciation of its elegance and power;
- Develop logical, critical and creative thinking;
- Develop an understanding of the principles and nature of the subject;
- Develop patience and persistence in solving challenging problems;
- Transfer skills to alternative situations and to future developments;
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- Appreciate the contribution of mathematics to other disciplines, as a particular “area of knowledge” in the TOK course.

COURSE STRUCTURE

This course caters for candidates with a very strong background in mathematics, who are highly competent in a broad range of analytical and technical skills. The majority of these candidates will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses related to its theory or application, such as physics, engineering or computer science.

Mathematics: analysis and approaches Higher Level is for learners who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and the development of strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without technology. Learners who take Mathematics: analysis and approaches Higher Level will be those who enjoy the thrill of solving mathematical problems, generalisation, and proof.

Learners who choose Mathematics: analysis and approaches Higher Level should be extremely comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. These learners will enjoy spending time with problems and derive pleasure and satisfaction from solving very challenging problems.

SUPPORT

For the Mathematics: analysis and approaches, Higher Level Subject Brief, please click [here](#).

For more information about IB DP Mathematics, please visit our support page [here](#).

Group 6 - Arts and Electives

Music

Visual Arts

Theatre

AIMS

The aims of the Arts at IB DP is to:

- Explore the diversity of the arts across time, cultures and contexts
- Develop as imaginative and skilled creators and collaborators
- Express ideas creatively and with competence in forms appropriate to the artistic discipline
- Critically reflect on the process of creating and experiencing the arts
- Develop as informed, perceptive and analytical practitioners
- Enjoy lifelong engagement with the arts.

“There is a vitality, a life force, an energy, a quickening that is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and will be lost.”

~ Martha Graham

Music

Offered at Standard Level and Higher Level

AIMS

The aims of the course at both Standard and Higher Levels are to:

- Give candidates the opportunity to explore and enjoy the diversity of music throughout the world
- Encourage candidates to develop perceptual and critical thinking skills through a breadth of musical experiences, where they will learn to recognise, speculate, analyse, identify, discriminate and hypothesise in relation to music
- Enable candidates to develop creatively their knowledge, abilities and understanding through performance and composition
- Assist candidates to develop their potential as musicians both personally and collaboratively, in whatever capacity, to the full

The IB DP Music comprises both internal and external assessments and is entirely based on coursework. Standard level has 3 components which are; exploring music in context, experimenting with music, and presenting music. Higher level learners present a further component called 'The Contemporary Music Maker'. Learners will engage with settings in real life music-making that reflect the dynamic and mutual influence of music and technology at the heart of the contemporary musical experience.

Over the course of 2 years, learners will explore, research and submit work based on the following areas of study.

1. Music for sociocultural and political expression
2. Music for listening and performance
3. Music for dramatic impact, movement and entertainment
4. Music technology in the digital age.

Learners must share their knowledge of the above 4 through personal, local and global contexts, presenting assessments of research, performance and creating through exploration, experimenting and presenting.

The IB course contains three compulsory components:

EXPLORING MUSIC IN CONTEXT
EXPERIMENTING WITH MUSIC
PRESENTING MUSIC

HL learners must do an additional compulsory component:

THE CONTEMPORARY MUSIC MAKER

The Areas of Inquiry and Contexts are relevant to all components, and in order to satisfy the requirement for a study of diverse music, learners must make an effort to incorporate all of them.

EXPLORING MUSIC IN CONTEXT

	External/Internal	SL	HL
Exploring music in context	External	30%	20%

Learners select samples of their work for a portfolio submission:

- a. Written work demonstrating engagement with, and understanding of, diverse musical material.
- b. Practical exercises:
 - Creating: one creating exercise
 - Performing: one performed adaptation of music from a local or global context for the learner's own instrument
- c. Supporting audio material

EXPERIMENTING WITH MUSIC

	External/Internal	SL	HL
Experimenting with music	Internal	30%	20%

Learners submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.

- a. A written experimentation report.
- b. Practical musical evidence of the experimentation process
 - Three related excerpts of creating
 - Three related excerpts of performing

PRESENTING MUSIC

	External/Internal	SL	HL
Presenting music	External	40%	30%

Learners submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry.

- a. Presenting as a researcher - Programme notes
- b. Presenting as a creator - Composition and/or improvisation
- c. Presenting as a performer - Solo and/or ensemble

THE CONTEMPORARY MUSIC MAKER

	External/Internal	SL	HL
The contemporary music maker	Internal		30%

Learners will be expected to collaborate with others in an Arts context, and submit a continuous multimedia presentation documenting their real-life project. Learners submit multimedia presentation (maximum 15 minutes), evidencing a leadership role in:

- The project proposal
- The process and evaluation
- The realised project, or curated selections of it (Total 7 minutes)

Click [here](#) for Music Subject Brief.

Visual Arts

Offered at Standard Level and Higher Level

AIMS

The course aims to:

- Provide candidates with the opportunities to develop aesthetic, imaginative and creative skills
- Explore, value and create artwork which is influenced by personal and cultural contexts
- Support learners to become informed and critical observers and makers of visual culture and media
- Develop skills, techniques and processes in order to communicate concepts and ideas with confidence and competence
- Promote a lifelong engagement with the arts.

Click [here](#) for Visual Arts Standard and Higher Level Subject Brief.

CURRICULUM MODEL

Create

Teachers introduce a variety of art-making forms and creative strategies. Learners learn how to generate ideas from investigation and observation, and engage with experimentation or in resolving artworks. They learn how to follow lines of inquiry from conception to realization and to develop a visual language.

Connect

Teachers introduce ways to investigate artworks from different times and contexts. Learners consider the relationships between artwork, artist and audience. They learn how to situate their art-making in relation to context and to consider cultural significance.

Communicate

Teachers introduce methods of visual and written presentation, and create opportunities for dialogue and critique. Learners understand how to curate, share and situate their artwork. Teachers introduce methods to digitally document and curate artwork.

Learners integrate the core areas of create, connect and communicate, through the pursuit of personal lines of inquiry and while developing a coherent body of resolved artworks.

They learn to:

- develop their artistic intentions and creative processes
- connect their art-making with the work of others
- create their artworks in context
- communicate with audiences.

Teachers plan time and set reasonable deadlines for learners to prepare the three summative assessment tasks.

COMPONENTS OF THE COURSE AND ASSESSMENT MODEL

External assessment tasks	SL	HL
Art-making inquiries portfolio This task is focused on the learner's art-making as inquiry. They select and organise visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. The portfolio demonstrates how the learner developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with. <u>Submission for both SL and HL:</u> One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words.	40%	30%
Connections study (SL only) This is an SL-only task focused on the learner situating in context one of their resolved artworks, chosen from the five they submit for IA. The study presents curated visual and written evidence to demonstrate the connections between the learner's chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists.	20%	NA
Artist project (HL only) This is a stand-alone, HL-only task focused on the learner creating and situating in context an artwork that they ideate and realise as part of a project of their choice. The artist project demonstrates through curated evidence how the learners' work was informed by investigations of context, by connections with at least two artworks by different artists, and by dialogues. A short video curated by the learner shows where and how the project artwork was realised to communicate with the audience in the chosen context.	NA	30%

Internal assessment tasks		SL	HL
Selected resolved artworks (HL and SL)		40%	40%
HL Task: The task is focused on the Learner's ability to create a coherent body of work selected from their wider production. Each submits five selected resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate how they realised their artistic intentions through a selection process for the five resolved artworks, from at least eight of their works. Five artwork texts situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student's practice.	SL Task: This task is focused on the learner's ability to create a coherent body of work. Each learner submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently. The learner provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate their artistic intentions and the choices that informed the making of their coherent body of artworks.		

Theatre

Offered at Standard Level and Higher Level

AIMS

The IB Diploma Programme theatre course is a multifaceted theatre-making course. It gives learners the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and as part of an ensemble. It offers the opportunity to engage actively in the creative process of inquiring, developing, presenting and evaluating. Learners are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

Theatre learners learn to apply research and theory to inform and contextualise their work as they experience the course through practical and physical engagement. They understand that knowledge resides in the body and that research can be conducted physically through both action and practice. In this respect, the theatre course encourages learners to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and spectators—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, learners strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. This enables learners to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness. Participation in the

DP theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

Through the perspectives of creator, designer, director and performer, theatre learners investigate four syllabus areas see the table below.

Syllabus area	Linked assessment task	External/Internal	SL	HL
Staging play texts	Production proposal	Internal	30%	20%
Exploring world theatre traditions	Research presentation	External	30%	20%
Collaboratively creating original theatre	Collaborative project	External	40%	25%
Performing theatre theory (HL only)	Solo theatre piece (HL only)	External		35%

The assessment tasks set the following expectations for theatre learners.

- **Production proposal:** learners at SL and HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. This results in a production proposal, which communicates the learner's vision for the feasible staging of the play text for a live audience using a combination of words and images. This task is marked internally by teachers.
- **Research presentation:** learners at SL and HL plan, deliver and video record an individual research presentation (15 minutes) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition.
- **Collaborative project:** learners at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realised production. Each member of the ensemble is required to perform in the final piece and is assessed on the use of their performance skills. Each member of the ensemble is also required to individually contribute to the development and staging of the piece as creator, designer and/or director and is assessed on how effective these specific artistic contributions are in achieving the ensemble's intentions. This is an external assessment task.
- **Solo theatre piece (HL only):** learners at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4–7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. This task is externally assessed.

Click [here](#) for Theatre Subject Brief.